THE RELATIONSHIPS BETWEEN ROLE CONFLICT, SATISFACTION AND THE DROPOUT POTENTIAL OF COLLEGE STUDENTS

By
LAWRENCE GERALD RITT

A DISSERTATION PRESENTED TO THE GRADUATE COUNCIL OF
THE UNIVERSITY OF FLORIDA
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY

UNIVERSITY OF FLORIDA
1970

TABLE OF CONTENTS

TABLE continued

LIST OF TABLES

LIST OF FIGURES

THE RELATIONSHIPS BETWEEN ROLE CONFLICT,
SATISFACTION AND THE DROPOUT POTENTIAL OF COLLEGE STUDENTS

By

Lawrence Gerald Ritt

June, 1970

Chairman: Audrey S. Schumacher, Ph.D.
Major Department: Psychology

This study was concerned with investigating the relationships

between: a) three measures of role conflict (objective conflict, subjec-

tive conflict and distortion); b) student role satisfaction; and c) the

student's anticipated probability of dropping out of the university.

Objective conflict was operationally defined as the difference

between a student's own expectations for the role of student and the

actual expectations for student behavior held by members of three refer-

ence groups (other students, faculty members and administrators).

Subjective conflict was defined as the difference between a

student's own expectations and the expectations he attributed to members

of the reference groups.

Distortion was defined as the difference between the expectations

that the student attributed to the reference groups and the expectations

actually held by the reference groups.

Three test instruments were constructed in pilot research: 1) the

Student Satisfaction Scale (SSS); 2) the Dropout Potential Scale (DPS);

and 3) the Expectations for the Role of Student Scale (ERSS). Significan

(p < .001) test-retest reliability coefficients were obtained for all three instruments.

Three groups of subjects from the University of Florida were utilized in the study: 1) freshmen male students (N = 50); 2) faculty members (N = 27); and, 3) administrative personnel (N = 25).

The findings in this study may be summarized as follows:

A. The relationships between satisfaction and dropout potential:

    1. The greater the dissatisfaction that a student reports, the greater the anticipated probability of his dropping out of the university.

    2. The greater the dissatisfaction with the academic aspects of the university, the greater the anticipated probability of dropping out for academic reasons. Similarly, students reporting greater dissatisfaction with the nonacademic aspects of the university report a higher dropout potential for nonacademic reasons.

    3. Students appear to differentiate between academic and nonacademic reasons for dropping out of the university.

    4. When a student is dissatisfied with one aspect (academic or nonacademic) of the university, he is also likely to be dissatisfied with the other aspect.

B. The relationships between discrepancy measures:

    1. Objective conflict and subjective conflict are not interchangeable measures.

    2. Distortion (i.e., inaccuracies in attributing expectations) is significantly correlated with both subjective conflict and objective conflict.

C. The relationships between the discrepancy measures and the
    measures of satisfaction and dropout potential:

    1. Total discrepancy (i.e., the sum of subjective conflict,
        objective conflict and distortion) appears to be too
        gross a measure to predict either satisfaction or
        dropout potential.

    2. Subjective conflict is highly correlated with total
        satisfaction; however, it does not appear to predict
        dropout potential.

    3. Objective conflict does not correlate significantly with
        either total satisfaction or total dropout potential.

    4. Distortion appears to be the best predictor of the
        total anticipated probability of dropping out of the
        university. It also correlates highly with the poten-
        tial for dropping out for nonacademic reasons.

Two unexpected findings emerged in this study:

    1. Objective conflict was positively correlated with the
        probability of dropping out of the university for academic
        reasons. It was suggested that this finding might reflect
        the effects of a general college competence variable which
        was not included in this study, a variable which correlates
        significantly with both objective conflict and academic
        dropout potential.

    2. Inaccuracy in attributing expectations to others (i.e.,
        distortion) was significantly positively correlated with
        total satisfaction, suggesting the possibility that "being

out of touch" with how others (i.e., students, faculty and/
or administration) actually feel may actually enhance a
student's general feeling of satisfaction.

The ERSS appears to be a useful instrument for identifying areas
of intra-university conflict. The current study identifies items on the
Expectations for the Role of Student Scale to which the three reference
groups respond in significantly different manners, thereby identifying
possible conflict areas within the university community.

CHAPTER I

INTRODUCTION

A significant amount of research has been conducted investigating the relationships between student perceptions of their college environments and their satisfaction with elements of that environment. Pace's (1963) College and University Environment Scale (CUES), Stern's (1963) College Characteristics Index (CCI) and Pervin and Rubin's (1970) Transactional Analysis of Personality and Environment (TAPE) all emphasized student perceptions.

Most research to date has focused upon the subjective feelings, attitudes and perceptions of a single element of the college community: students. None of the studies have focused upon the relationships between student attitudes and perceptions and the attitudes and perceptions of other members of the college community (e.g., faculty and administrators). Pervin (1968) noted the need for research that "...would provide for an analysis of where members of each group (students, faculty and administration) perceive discrepancies and, perhaps more importantly, where the members of the three groups agreed and disagreed in their perceptions."

Role conflict has been defined in multiple, often contradictory, fashions in the literature. Most definitions make reference to the incompatible expectations to which a person occupying a given social position is exposed. Distinctions are commonly made between conflicts

-1-

which are perceived by the person occupying the role (Subjective Conflict) and conflicts which may actually exist without his awareness (Objective Conflict).

Objective Conflict refers to actual discrepancies between different groups in their expectations for role behaviors. For example, objective conflict would exist if students and faculty members did, in fact, hold incompatible expectations regarding student behavior.

Subjective Conflict would exist if a student perceived faculty members as holding expectations for student behavior which were discrepant with the expectations which the student held for his own behavior. Gross, McEachern and Mason (1958) restricted their investigation of role conflict in school superintendents to subjective conflict (i.e., discrepancies perceived by the individuals subjected to the expectations). Kraut (1965) found that salesmen's job satisfaction, mental health symptoms, job tension and job stress were more related to subjective conflict than objective conflict.

A number of researchers have focused on the relationship between subjective conflict and objective conflict. Wheeler (1961) found that inmates and prison officials both inaccurately attributed expectations to the other regarding their own behavior and thereby demonstrated significant subjective conflict where minimal objective conflict was present.

This difference between the actual role expectations and perceived role expectations has been defined as distortion (Kraut, 1965). Biddle, Rosencranz, Tomich and Twyman (1966) discussed the high incidence of such distortion (i.e., inaccuracy in attributing expectations to the role of teacher) in a particular school system and the probably negative effects

of such distortion on the interactions of individuals within the system. Kraut reported no significant correlation between objective and subjective conflict without controls for distortion; however, he noted a significantly positive relationship between objective and subjective conflict when low distortion was present.

This study is concerned with three aspects of role discrepancy:

1. the subjective role conflicts of college students as measured by the discrepancy between their student role expectations and their perceptions of the student role expectations held by faculty members, university administrators and other students,

2. the objective role conflicts of college students as measured by the discrepancy between the student's actual student role expectations and the actual student role expectations held by faculty members, university administrators and other students, and

3. distortion as measured by the discrepancy between the student's perception of the expectations held by faculty members, other students and university administrators and the actual student role expectations held by these groups.

Role satisfaction refers to a subjective evaluation of the meaningfulness of a role. Kraut (1965) studied the relationship between aspects of salesmen's role conflicts (subjective, objective, and distortion) and their role satisfactions. He reported that role conflict was negatively related to satisfaction with "job, organization and particularly with the manager." He found that the effects of role conflict were

greatest when the measure of conflict was subjective, rather than objective. He reported that neither measure of role conflict was related to actual sales performance.

Pervin and Rubin (1970) confirmed their hypothesis that a "lack of fit" between student and college characteristics leads to dissatisfaction with the college experience, which ultimately leads to an increased probability of dropping out of college. The semantic differential technique was used to construct The Assessment of Personality and Environment Test (TAPE). They used this instrument to determine how students perceived their own personality, the characteristics of students in the college, the characteristics of the college itself and the characteristics of the "ideal college." They found that the discrepancies between the student's perception of self and "students," self and college and college and ideal college (i.e., subjective conflicts) were significantly related to both his satisfaction with college and his reported potential for dropping out of college. They further reported that the relationship between student and college environment characteristics, satisfaction and potential for dropping out were greater for nonacademic than academic satisfaction, and more for dropping out for nonacademic (personal) reasons than for academic reasons.

Student dissatisfaction and potential for dropping out may also be related to the actual and perceived role discrepancies that students experience. Discrepancies in student role expectations between a student and other students, a student and faculty members or a student and administrators could constitute a significant area of personal conflict for the student; the student would not agree with other significant persons in his college environment about how he should behave.

Pervin and Rubin (1970) have already demonstrated that perceived "lack of fit" between student personality characteristics and college environmental characteristics is related to overall dissatisfaction and probability of dropping out. The current study attempts to test whether a "lack of fit" regarding expectations for the student role is similarly related to satisfaction and dropout potential.

This study is concerned primarily with student role expectations in the area of student nonacademic responsibility and freedom. This area of expectations appears to be one in which discrepancies occur -- or are perceived as occurring -- between students, faculty and administrators.

Subjective (perceived) conflict, objective (actual) conflict and distortion (inaccuracies in attributing conflict) were independently related to dissatisfaction and to dropout probability. Previous research on dissatisfaction and college dropouts has focused predominantly on subjective conflict, rarely on objective conflict or on the distortion phenomenon. The significance of distortion has been amply demonstrated in other areas of research (Kraut, 1965; Wheeler, 1961; and, Biddle et al., 1966). Biddle and Kraut both reported that subjective and objective conflict were not interchangeable measures of discrepancy and both used "distortion" concepts to account for the differences.

If similar findings were obtained in the current study, it would suggest that at least three "lack of fit" phenomena may account for student dissatisfaction and dropping out:

      1.   Real differences between students and other members of the college community regarding expectations, characteristics or attitudes (Objective Conflict),

2. Perceived differences (whether real or unreal) between
   students and other members of the college community
   (Subjective Conflict), and

3. Inaccurately attributed differences between students and
   other members of the college community (Distortion).

Pervin and Rubin (1970) found that "lack of fit" had greater impact on nonacademic satisfaction and dropout potential than on academic satisfaction and dropout potential. The current study is designed to investigate the effects of the various types of role expectation discrepancies upon academic, nonacademic and overall satisfaction and dropout potential.

Figure 1 illustrates the relationships between total satisfaction, total dropout potential and the elements that comprise each of these concepts.

Satisfaction: Level I contains the three elements of student satisfaction (academic satisfaction, nonacademic satisfaction and general satisfaction) with the university. Dropout Potential: Level I contains comparable elements relating to the anticipated probability of dropping out of college. Level II represents total satisfaction and total dropout potential (academic + nonacademic + general).

FIGURE 1

THE RELATIONSHIPS BETWEEN ELEMENTS OF
SATISFACTION AND DROPOUT POTENTIAL

LEVEL I   LEVEL II

Academic Satisfaction
Nonacademic Satisfaction ─────────────── TOTAL SATISFACTION
General Satisfaction

Dropout Potential (Academic)
Dropout Potential (Nonacademic) ─────── TOTAL DROPOUT POTENTIAL
Dropout Potential (General)
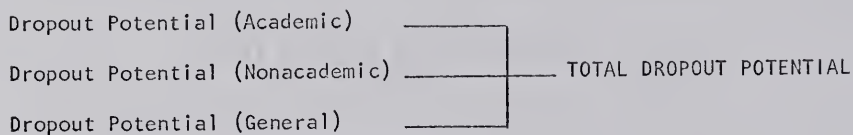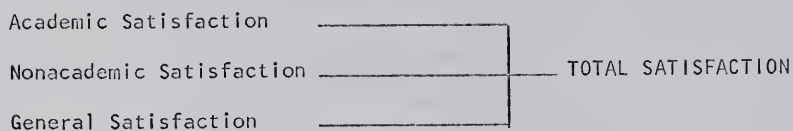
The Relationships Between Satisfaction and Dropout Potential

One concern of this study is the relationship between dropout potential and satisfaction. Pervin and Rubin (1970) suggest that they are highly correlated, high satisfaction being related to low dropout potential.

Hypothesis I

Total satisfaction is negatively related to the overall anticipated probability of dropping out of the university.

It might be hypothesized that academic satisfaction correlates with academic dropout potential and nonacademic satisfaction correlates with nonacademic dropout potential. No significant relationships were expected between academic satisfaction/nonacademic dropout potential, nonacademic satisfaction/academic dropout potential, academic satisfaction/nonacademic satisfaction or academic dropout potential/ nonacademic dropout potential.

Hypothesis II

Academic satisfaction is negatively related to the anticipated probability of dropping out for academic reasons.

Hypothesis III

Nonacademic satisfaction is negatively related to the anticipated probability of dropping out for nonacademic reasons.

The Relationships Between the Discrepancy Variables

Role discrepancies may be studied at three levels of analysis. This study is concerned with two of these levels of analysis. Figure 2 illustrates these analysis levels.

Level I represents the lowest level of analysis. At this level, each type of conflict (subjective, objective and distortion) is focused on a specific reference group (student, faculty or administration). Analysis at Level I was not a primary concern in the current investigation. Very little is known about the relationships between gross measures of discrepancy; at the current state of knowledge, it would be highly speculative to generate hypotheses regarding the relationships between measures as specific as those found at Level I.

Level II represents grouping by type of conflict. Each of the three elements at Level II represents the combined locus (student, faculty and administration) of a particular type of discrepancy (subjective conflict, objective conflict or distortion). These elements may be studied as they relate to each other and as they relate to the elements of satisfaction and dropout potential.

Neither Wheeler (1961) nor Kraut (1965) found any significant relationship between their measures of subjective conflict and their measures of objective conflict. These researchers indicated that these two measures tend to operate somewhat independently of one another; there does not appear to be a meaningful relationship between the actual discrepancies to which a person occupying a given role is exposed and

FIGURE 2

THE RELATIONSHIPS BETWEEN ROLE DISCREPANCY ELEMENTS

LEVEL I   LEVEL II   LEVEL III

Subjective conflict
with students

Subjective conflict ———————— Total Subjective Conflict
with faculty

Subjective conflict
with administrators

Objective conflict
with students

Objective conflict ———————— Total Objective Conflict —— TOTAL
with faculty   DISCREPANCY

Objective conflict
with administrators

Distortion with
students

Distortion with ———————— Total Distortion
faculty

Distortion with
administrators
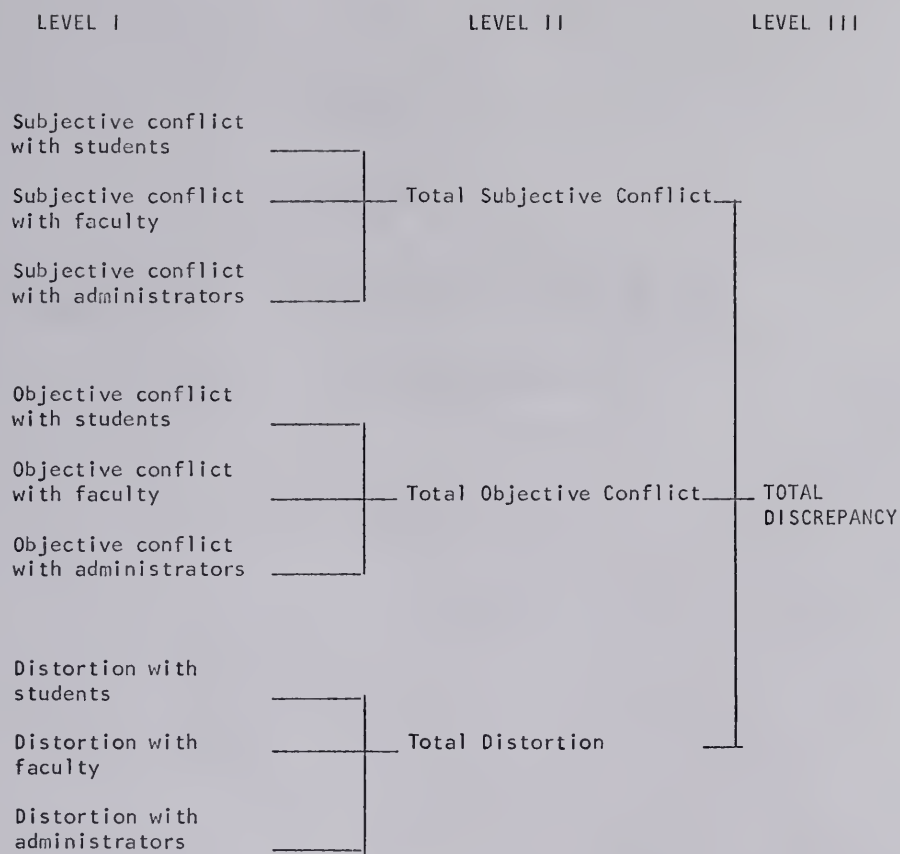
the role discrepancies which he perceives as operating in defining his role behaviors. Neither of these researchers, however, studied role conflict in a college community. It is expected that this independence of subjective and objective role conflict measures will also be present in defining the role of student; the current study seeks to test this hypothesis.

Several investigators (Kraut, 1965, and Biddle et al., 1966) employ concepts similar to distortion as a third measure of role conflict. The distortion concept represents the discrepancy between attributed (subjective) expectations and actual (objective) expectations; therefore, it tends to bridge the conceptual gap between objective conflict and subjective conflict. Since distortion is defined using one component from each of the other two conflict measures, it might be expected to significantly correlate with both of these measures.

Hypothesis IV

There is no significant relationship between total objective and total subjective conflict.

Hypothesis V

Total distortion is significantly positively correlated with both total subjective conflict and total objective conflict.

The Relationships Between the Discrepancy Variables and the Satisfaction and Dropout Potential Variables

The relationships between the discrepancy measures and the measures of satisfaction and dropout potential are somewhat less predictable. Most research to date has focused on the relationships between subjective conflict and measures of satisfaction and/or actual subject behavior. Kraut (1965) reported that objective conflict was not significantly related to either job satisfaction or performance. In that study, subjective conflict was a good predictor of job satisfaction, but was not significantly related to actual job performance. In the current study, it might be hypothesized that student role discrepancies perceived by the student (subjective conflict) influence his satisfaction to a greater extent than conflicts which may exist without his awareness (objective conflict).

Hypothesis VI

Total objective conflict is not significantly correlated with total, nonacademic or academic satisfaction, nor is it significantly correlated with total nonacademic or academic dropout potential.

Hypothesis VII

Total subjective conflict is negatively correlated with total satisfaction.

Pervin and Rubin (1970) report that "lack of fit" (i.e., conflict) is more likely to be related to nonacademic satisfaction than to academic satisfaction. The ERSS items are focused primarily on nonacademic role expectations.

Hypothesis VIII

Total subjective conflict is negatively correlated with nonacademic satisfaction and is not significantly related to academic satisfaction.

A number of investigators (Wheeler, 1961; Kraut, 1965; and Biddle et al., 1966) concerned themselves with measuring phenomena similar to distortion. Biddle noted that inaccuracies in attributing expectations could generate serious problems for the various role members within any given social system since they would be behaving towards one another on the basis of misinformation about what others expect of them; such behavior might be expected to have negative effects on all members of the social system. The current study is concerned with the possible negative effects of distortion upon students; specifically, the relationship between students' distortion regarding the definition of the role of student and the anticipated probability of students' dropping out of the university. It is expected that as distortion increases, the anticipated probability of dropping out increases. Earlier researchers (Pervin and Rubin, 1970) reported that "lack of fit" between student and college characteristics particularly influenced student nonacademic dropout potential; similar findings are expected in the current study.

Hypothesis IX

Total distortion is positively related to the anticipated total

probability of dropping out out of the university.

Hypothesis X

Total distortion is positively related to the anticipated total

probability of dropping out for nonacademic reasons. There is

no significant relationship between distortion and academic

dropout potential.

The Relationships Between Total Discrepancy and the
Satisfaction and Dropout Potential Variables

Level III is the grouping of all types of discrepancy (subjective conflict, objective conflict and distortion) for all reference groups (students, faculty and administration). Total discrepancy was expected to be an accurate predictor of both nonacademic and total satisfaction; however, it was not expected to predict dropout potential.

Hypothesis XI

Total discrepancy is significantly negatively correlated with total satisfaction; as total discrepancy increases, satisfaction decreases.

Hypothesis XII

Total discrepancy is significantly negatively correlated with nonacademic satisfaction; as total discrepancy increases, non-academic satisfaction decreases.

CHAPTER II

METHOD

Test Construction Procedures

Three instruments were used in this study: 1) the Student Satisfaction Scale (SSS); 2) the Dropout Potential Scale (DPS); and 3) the Expectations for the Role of Student Scale (ERSS).

Items for the SSS and DPS were drawn primarily from the items used to assess satisfaction and dropout potential on the TAPE (Pervin and Rubin, 1970). Three new items were added to the sixteen items of the TAPE: 1) "All in all, in terms of your experiences with them, how satisfied are you with the faculty at the University of Florida?"; 2) "All in all ... how satisfied are you with the administration at the University of Florida?"; and 3) "All in all ... how satisfied are you with the other students at the University of Florida?"

The DPS and SSS were combined into a single scale in the final test booklet. This combined scale was called Scale V (Appendix A).

Figure 3 illustrates the relationship between items, scales and subscales in this combined scale. Items 1 through 4 constitute the Dropout Potential Scale. Item 2 constitutes the "Dropout Potential for Academic Reasons" subscale; the "Dropout Potential for Nonacademic Reasons" subscale consists of items 3 and 4. Item 1 is a general, nonspecific dropout potential item.

FIGURE 3

THE RELATIONSHIPS BETWEEN SCALE V ITEMS, SCALES AND SUBSCALES
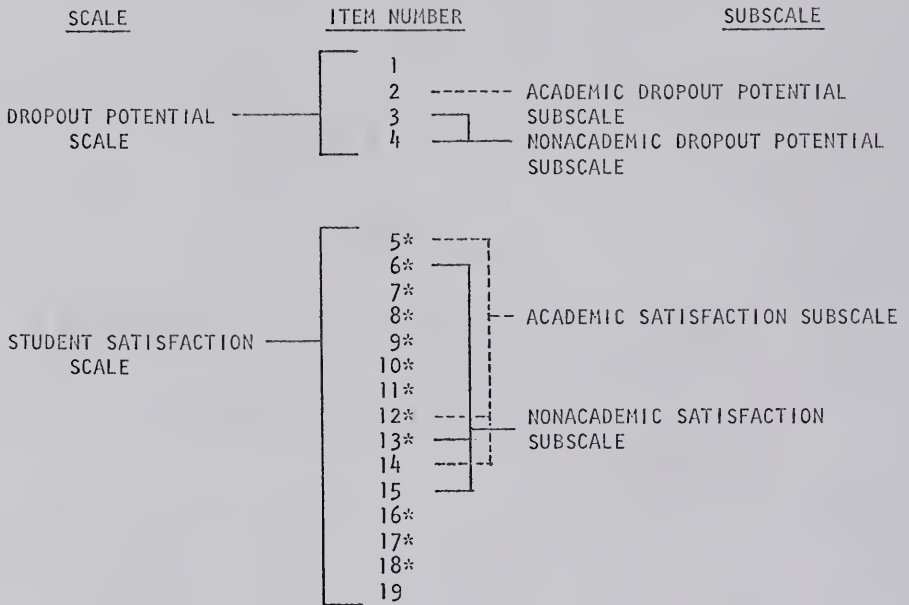
* indicates that the response continuum was inverted in scoring
  the item.

The Student Satisfaction Scale contains items 5 through 19. The "Academic Satisfaction" subscale consists of items 5, 12 and 14; items 6, 13 and 15 constitute the "Nonacademic Satisfaction" subscale. The remaining nine items on the SSS measure general, nonspecific satisfaction with the university.

Each item in Scale V requires that the subject respond on a scale continuum ranging from 1 to 11. The ends of the scale contain polar adjectives (e.g., completely comfortable -- completely uncomfortable).

In scoring these scales, it was necessary to invert the response continuum (e.g., a subject response of 1 was scored as 11) on items 5 through 13 and 16, 17 and 18. These inversions allowed for the following interpretations of test scores:

1. A high score on the Dropout Potential Scale indicated a low probability of dropping out of college.

2. A high score on the Student Satisfaction Scale indicated a high degree of satisfaction.

The total score on any scale or subscale of the SSS or DPS consists of the summation of the responses to all items in that scale or subscale (e.g., the DPS total score is the summation of responses ranging from 1 to 11 to items 1 through 4).

Pilot research was conducted to develop the Expectations for the Role of Student Scale. A group of 28 Freshmen and Sophomore men enrolled in introductory psychology courses at the University of Florida completed a questionnaire (Appendix B) that asked them to indicate what they felt were reasonable expectations for male college students at the University of Florida. This questionnaire was structured to the extent that it

asked students to focus on six general "areas of concern": 1) university policy-making; 2) scholarly endeavors; 3) the relationship between students and society; 4) student-peer relationships; 5) student-faculty relationships; and, 6) student-administration relationships.

A section was also provided to allow students to express other feelings they might have regarding how students should behave.

The second part of this questionnaire requested the students to indicate agreement-disagreement on a four-point scale (strongly agree, agree, disagree, strongly disagree) with each of the statements they made, so as to indicate:

1. their own personal degree of agreement-disagreement with each of their statements;

2. how they felt "most students" would rate the statement;

3. how they felt "most faculty members" would rate the statement; and

4. how they felt "most administrators" would rate the statement.

These subjects provided a pool of 486 statements. From this statement pool, 38 items were abstracted that met two criteria:

1. two or more subjects provided similar statements, and

2. each statement received a "conflict score" of 2 or more from at least two subjects.

The "conflict score" was computed from the students' ratings of the statements they had made. The "conflict score" of a particular subject to a particular statement consisted of: 1) the difference between his "own personal feelings" rating and the "most students" rating, plus

2) the difference between his "own personal feelings" rating and the "most faculty members" rating, plus 3) the difference between his "own personal feelings" rating and the "most administrators" rating. The maximum possible "conflict score" to any given statement was 9 (i.e., $4 - 1 + 4 - 1 + 4 - 1 = 9$).

Thirty items were selected from the list of thirty-eight for inclusion in the ERSS (Appendix C). These items were randomly assigned to their positions in the ERSS. Appendix C contains the randomized position of these items on the ERSS. The context of seven items (indicated by an * next to the item number in Appendix C) was changed before each one's inclusion in the ERSS. This was done to provide greater equalization of the number of positively and negatively worded items in order to reduce the chances of generating a positive response bias (e.g., "A college student should not be required to attend class meetings" was changed to "A college student should be required to attend class meetings").

Each item on the ERSS requires a response on a four-point continuum (strongly agree, agree, disagree, strongly disagree).

Four forms (Scale I, Scale II, Scale III, Scale IV) of the ERSS were constructed. The items, item presentation sequence and item rating scales were identical in all four forms.

The instructions that the subject received for completing the ERSS were different for each of the four forms.

Scale I required the subject to indicate his "own personal feelings" and expectations to each of the ERSS items.

Scale II required that he <u>attribute</u> feelings to "most college students" and complete the ERSS as he felt they would complete it. Scale III required that he attribute feelings to "most faculty members" and Scale IV asked that he attribute feelings to "most college administrators."

Appendix D contains the four sets of instructions for the ERSS. Appendix E contains the ERSS.

Test-retest reliability studies of the ERSS, the SSS and DPS were conducted using thirty of the freshmen male subjects included in the primary study. The inter-trial interval between testing sessions was fourteen days.

In this pilot study, the test-retest reliability for the ERSS was found to be .91, the reliability of the SSS was .90, and that of the DPS was .83. All of these coefficients are significant beyond the .001 level (29 df).

Subjects

Three groups of subjects served in the primary study:
1) freshmen male University of Florida students (N = 50); 2) University
of Florida faculty members teaching at least one freshman course (N =
30); and 3) University of Florida administrative personnel whose
positions were either at the general university level or specific to
freshmen students, male students or both (N = 30).

The choice of freshmen male students for the student subject
group was based on two general assumptions. It was felt that freshmen
students manifest a greater range of role expectations for themselves
and similarly manifest a greater overall dropout rate than upperclass-
men. It was also felt that there was a possibility that male and
female students define their role behaviors differently and/or have
their role behaviors differently defined by faculty members, adminis-
trators and/or other students. These phenomena were outside of the
mainstream of concern in this investigation, and, therefore, only
freshmen men were sampled in this study.

All freshmen men enrolled in introductory psychology courses
(N = 68) received a letter (Appendix F) explaining the general nature
of the research and requesting their participation. Thirty-two of the
fifty student subjects were volunteers from these courses. Thirty of
these subjects served as the test-retest reliability group and completed
the test booklet twice with a two-week inter-trial interval.

The remaining eighteen student subjects were drawn from a campus dormitory area. A dormitory resident advisor assisted in selecting students for participation in the study. They represent a broad sampling of the students from several dormitories and multiple floors and sections of these dormitories.

The thirty faculty members who served as the faculty subject group were randomly chosen from the full-time teaching faculty of University College. All freshmen at the University of Florida are enrolled in University College; therefore, all members of the faculty group have some direct teaching contact with the freshmen student population from which the student subjects were drawn.

The intent in selecting members of the administration group was to exclude persons who did not have legislative, as well as enforcement, functions vis-a-vis freshmen male students. Operationally, this excluded all deans and directors of colleges other than University College, all graduate school deans and all administrators concerned primarily with female students. It included the president and vice presidents of the University, the dean and assistant deans for student development, the dean and assistant deans of University College, the registrars and assistant registrars and the director of housing and his administrative assistants. The total population $(N = 30)$ of administrative personnel who met these criteria were asked to participate.

Administration of the Scales

Each faculty member and administrator received a letter (Appendix G) that explained the general purpose of the study and requested his participation. Attached to the letter were the ERSS, Scale I, an addressed envelope for returning the completed scale,and an addressed postcard to indicate anonymously that he had returned his scale. The faculty members and administrators were requested to complete only Scale I of the ERSS ("Personally held expectations for the role of male college student"). They did not complete either the SSS or DPS.

As noted earlier, 30 faculty members and 30 administrators were selected for inclusion in the study. Despite repeated follow-up contacts, some members of both of these groups did not return completed scales; five members of the administrator group and three faculty members were excluded from the final study for this reason. Therefore, the final size of the faculty group was 27 and the administrator group contained 25.

The student subjects received group administration of the scales. Each subject was required to complete all four forms (Scales I, II, III and IV) of the ERSS, and the DPS and SSS (Scale V). This task took between thirty and forty-five minutes.

Each of the student subjects received Scale I as his first task and Scale V as his final task. The order of presentation of Scales II, III and IV was controlled so that an equal number of students received each of the six possible orders of presentation of these three scales.

This procedure was designed to eliminate the possibility of a biased response set towards a particular reference group.

Operational Definitions of the Discrepancy
Measures and Scoring Procedures

The remainder of this chapter will be devoted to operational definitions of objective conflict, subjective conflict, distortion and total discrepancy and to an explanation of the scoring procedures used with these measures.

Figure 4 will be helpful in explaining these operational definitions and in describing the scoring procedures.

Objective conflict is defined as the sum of the differences (without regard to sign) between a student subject's response to an item on Scale I of the ERSS ("Personally held expectation") and the mean response to that item on Scale I by each of the reference groups (student, faculty or administrator). Referring to Figure 4, the following formulae for defining objective conflict at Level I are identifiable:

1. Objective conflict with students = $\Sigma(A - E)$ =
$$\Sigma[(a_1 - e_1) + (a_2 - e_2) + \ldots + (a_{30} - e_{30})]$$

2. Objective conflict with faculty = $\Sigma(A - F)$ =
$$\Sigma[(a_1 - f_1) + (a_2 - f_2) + \ldots + (a_{30} - f_{30})]$$

3. Objective conflict with administrators = $\Sigma(A - G)$ =
$$\Sigma[(a_1 - g_1) + (a_2 - g_2) + \ldots + (a_{30} - g_{30})].$$

Subjective conflict is defined as the sum of the differences (without regard to sign) between a student subject's response to an item on Scale I of the ERSS ("Personally held expectation") and his

FIGURE 4

THE RELATIONSHIPS BETWEEN DISCREPANCY MEASURES
AND THE SCALES OF THE ERSS

ERSS SCALE	DESCRIPTION OF MEASURE	ITEMS	SUM OF ITEMS
SCALE I	(A student's personally held expectations)	$a_1 a_2 \cdots a_{30}$	A
SCALE II	(Attributed by a student to other students)	$b_1 b_2 \cdots b_{30}$	B
SCALE III	(Attributed by a student to faculty members)	$c_1 c_2 \cdots c_{30}$	C
SCALE IV	(Attributed by a student to the administration)	$d_1 d_2 \cdots d_{30}$	D
SCALE I	(Student group mean)	$e_1 e_2 \cdots e_{30}$	E
SCALE I	(Faculty group mean)	$f_1 f_2 \cdots f_{30}$	F
SCALE I	(Administration group mean)	$g_1 g_2 \cdots g_{30}$	G

response to that item on Scales II, III or IV (expectations attributed to "other students," "faculty members" or "college administrators"). Referring to Figure 4, the following formulae for defining subjective conflict at Level I are identifiable:

1. Subjective conflict with students = $\Sigma(A - B)$ =
    $\Sigma[(a_1 - b_1) + (a_2 - b_2) + \ldots + (a_{30} - b_{30})]$

2. Subjective conflict with faculty = $\Sigma(A - C)$ =
    $\Sigma[(a_1 - c_1) + (a_2 - c_2) + \ldots + (a_{30} - c_{30})]$

3. Subjective conflict with administrators = $\Sigma(A - D)$ =
    $\Sigma[(a_1 - d_1) + (a_2 - d_2) + \ldots + (a_{30} - d_{30})]$.

Distortion is defined as the difference between a student subject's responses to an item on Scales II, III or IV (expectations attributed to students, faculty or administration) and the mean response of that reference group (students, faculty or administration) to that item on Scale I. The following formulae define distortion at Level I:

1. Distortion with students = $\Sigma(B - E)$ =
    $\Sigma[(b_1 - e_1) + (b_2 - e_2) + \ldots + (b_{30} - e_{30})]$

2. Distortion with faculty = $\Sigma(C - F)$ =
    $\Sigma[(c_1 - f_1) + (c_2 - f_2) + \ldots + (c_{30} - f_{30})]$

3. Distortion with administration = $\Sigma(D - G)$ =
    $\Sigma[(d_1 - g_1) + (d_2 - g_2) + \ldots + (d_{30} - g_{30})]$.

This study is primarily concerned with conflict at Levels II and III. Level II conflict is defined as the sum across reference groups (student, faculty, administration) of a particular type of conflict. The following types of Level II conflict are identifiable:

1. Total objective conflict = $\Sigma[(A - E) + (A - F) + (A - C)]$

2. Total subjective conflict = $\Sigma[(A - B) + (A - C) + (A - D)]$

3. Total distortion = $\Sigma[(B - E) + (C - F) + (D - C)]$.

Total discrepancy is the single Level III measure and is defined as the sum of the three Level II measures. The following formula may be derived from Figure 4:

$$\text{Total discrepancy} = \Sigma[(|A - E| + |A - F| + |A - G|) + (|A - B| + |A - C| + |A - D|) + (|B - E| + |C - F| + |D - G|)].$$

CHAPTER III

RESULTS

Means were computed for each item on Scale I of the Expectations
for the Role of Student Scale for each of the three subject groups
(students, faculty and administration). In computing these means, the
total faculty group (N = 27), total administrator group (N = 25) and
that segment of the student group drawn from introductory psychology
courses (N = 32) were utilized. These means are presented in Table 1.

Ninety F-ratios were also computed on this group data using
the Applied Multiple Linear Regression Approach (Bottenberg and Ward,
1963). Analysis of variance is a special case of this computerized
approach to data analysis. A significant F value indicates that an
item received significantly different responses from the two groups
upon whom the value is focused (i.e., student/faculty, student/admin-
istration, faculty/administration).

The values of F which are presented in Table 2 indicate the
items and the levels of disagreement which define the actual conflicts
between groups regarding expectations for the role of student.

Table 2 indicates that: a) no item shows significant disagree-
ment between all three pairs of groups (student/faculty, student/
administration and faculty/administration); b) 1 item shows significant

TABLE 1

MEAN RESPONSES TO EACH OF THE ERSS ITEMS BY THE STUDENT,
FACULTY AND ADMINISTRATION GROUPS

Item #	Students (N=32)	Faculty (N=27)	Administration (N=25)
1	3.28	3.31	3.32
2	3.28	3.27	3.24
3	3.81	3.69	3.64
4	3.22	3.24	2.96
5	2.06	1.74	1.73
6	2.59	2.04	1.88
7	1.71	1.26	1.12
8	2.41	2.20	2.12
9	2.88	2.63	2.96
10	1.25	3.37	3.48
11	1.47	1.96	1.88
12	3.31	3.15	3.40
13	1.56	2.04	2.17
14	1.34	1.22	1.24
15	1.50	1.85	1.83
16	2.78	2.22	2.50
17	3.19	2.73	2.56
18	3.44	2.59	2.96
19	2.69	2.33	2.65
20	1.34	1.56	1.36
21	3.41	2.93	2.24
22	2.72	3.04	2.50
23	2.84	2.56	2.36
24	2.19	3.23	3.16
25	3.44	3.37	3.40
26	2.41	1.81	1.96
27	1.63	2.04	2.36
28	3.34	2.77	3.21
29	3.13	2.85	3.23
30	3.16	2.65	2.38

TABLE 2

VALUES OF F IN COMPARING THE DIFFERENCES BETWEEN THE RESPONSES OF THE
STUDENT, FACULTY AND ADMINISTRATION GROUPS TO THE 30 ITEMS ON THE ERSS

Item #	Student/Faculty	Student/Administration	Faculty/Administration
1	.07	.13	.01
2	.15	.08	.01
3	2.10	1.79	.01
4	.24	3.28	1.64
5	.84	.80	.00
6	7.65 **	9.58 **	.14
7	7.25 **	9.90 **	.24
8	1.86	3.54	.28
9	.73	1.26	3.56
10	.66	3.27	.95
11	5.09 *	2.55	.34
12	.36	.80	2.02
13	5.60 *	7.17 **	.12
14	.00	.38	.07
15	.00	2.00	.06
16	.00	6.12 *	2.64
17	.00	9.20 **	.01
18	19.75 ***	6.46 **	3.03
19	3.06	.02	2.24
20	.63	5.12 *	2.05
21	.08	23.69 ***	8.96 **
22	2.53	2.20	8.55 **
23	1.47	5.53 *	1.26
24	28.55 ***	24.92 ***	.05
25	.05	.08	.00
26	8.58 **	3.66	.84
27	4.38 *	11.58 ***	1.69
28	11.05 ***	.80	5.13 *
29	1.97	.02	2.08
30	6.25 **	16.26 ***	2.32

* denotes significance at greater than the .05 level (1 & 81 df)
** denotes significance at greater than the .01 level (1 & 81 df)
*** denotes significance at greater than the .001 level (1 & 81 df)

disagreement between both faculty/students and faculty/administration;
c) 1 item shows significant disagreement between both administration/
students and administration/faculty; d) 7 items show significant disa-
greement between both faculty/students and administration/students;
e) 4 items show significant disagreement between administration/students;
f) 2 items show significant disagreement between faculty/students; and.
g) 1 item shows significant disagreement between faculty/administration.
The 16 ERSS items that provide these significant group conflicts are
listed in Table 3.

Data analysis for the purposes of hypothesis-testing consisted
of a series of partial correlations. Four partial correlation matrices
are of primary interest. These are shown in Tables 4, 5, 6 and 7.

Two other matrices were generated; however, these were not used
to test any hypotheses in this study. These secondary data are con-
tained in Appendix H.

It should be noted that the Dropout Potential Scale scoring
procedures are such that a high score indicates a low anticipated
probability of dropping out of the university. Therefore, positive
correlations with total, academic or nonacademic dropout potential
should be interpreted as if they were negative correlations and negative
correlations should be interpreted as if they were positive correlations.

Table 4 contains the partial correlation matrix of Level II
conflict measures and the Level I satisfaction and dropout potential
measures.

Table 5 contains the matrix of Level II conflict measures and
Level II satisfaction and dropout potential measures.

TABLE 3

ERSS ITEMS WITH SIGNIFICANT F VALUES BETWEEN GROUPS

Student/Faculty and Student/Administration F values significant
($p < .05$)

A COLLEGE STUDENT SHOULD ...

6.   ...be free to establish and enforce his own rules of conduct.
7.   ...resort to violent tactics to influence policy changes if all
     else fails.
13. ...have policy restrictions on when and where he may interact
     with other students.
18. ...demand that the university develop "learning areas" that are
     applicable to the everyday life of the student -- courses that
     teach about the "real world."
24. ...not have complete freedom in selecting courses to take; he
     should be forced to enroll for some "required courses."
27. ...not have the same rights, privileges and obligations on-campus
     as he has off-campus.
30. ...not be required to attend class meetings.

Student/Administration and Faculty/Administration F values significant
($p < .05$)

A COLLEGE STUDENT SHOULD ...

21. ...respect the rights of others, but beyond that, he should be
     free to behave as he pleases.

Student/Faculty and Faculty/Administration F values significant
($p < .05$)

A COLLEGE STUDENT SHOULD ...

28. ...have an active voice in policy decisions of the university.

3 continued.

Student/Administration F values significant (p < .05)

A COLLEGE STUDENT SHOULD ...

16. ...be able to question the competence of a faculty member and
    implement his removal if he is found to be incompetent as a
    teacher.
17. ...not accept a university ruling that he considers unjust and
    should seek to change it by any peaceful means open to him.
20. ...not play any part in establishing housing policies, choosing
    dorm advisors or setting rules for university students living
    in on-campus housing.
23. ...respect faculty members because of their higher degrees of
    learning.

Student/Faculty F values significant (p < .05)

A COLLEGE STUDENT SHOULD ...

11. ...have no real power to change university policies.
26. ...insist that he receive as much of a faculty member's time as
    he needs to achieve his own personal academic goals.

Faculty/Administration F values significant (p < .05)

A COLLEGE STUDENT SHOULD ...

22. ...seek knowledge during his stay at the university; grades,
    degrees and future careers are secondary to the pursuit of
    knowledge.

TABLE 4

PARTIAL CORRELATIONS
Level II Conflict and Level I Satisfaction/Dropout Potential

	1 Total Subjective Conflict	2 Total Objective Conflict	3 Total Distortion	4 Academic Dropout Potential	5 Nonacademic Dropout Potential	6 Academic Satisfaction
2. Total Objective Conflict	.12					
3. Total Distortion	.54**	.51**				
4. Academic Dropout Potential	.09	.32*	-.09			
5. Nonacademic Dropout Potential	-.06	.16	-.29*	-.06		
6. Academic Satisfaction	-.09	-.01	-.01	.31*	.15	
7. Nonacademic Satisfaction	.05	-.15	.15	-.10	.38**	.50**

* denotes a correlation that is significant at greater than the .05 level.
** denotes a correlation that is significant at greater than the .01 level.

Note: Interpretation of all correlations with academic dropout potential, nonacademic dropout potential and total dropout potential requires an inversion of sign (e.g., positive correlations should be interpreted as negative correlations).

TABLE 5

PARTIAL CORRELATIONS
Level II Conflict and Level II Satisfaction/Dropout Potential

	1 Total Subjective Conflict	2 Total Objective Conflict	3 Total Distortion	4 Total Dropout Potential
2. Total Objective Conflict	.09			
3. Total Distortion	.61**	.47**		
4. Total Dropout Potential	.19	.28	-.29*	
5. Total Satisfaction	-.34*	-.15	.30*	.61**

* denotes a correlation that is significant at greater than the .05 level.

** denotes a correlation that is significant at greater than the .01 level.

Note: Interpretation of all correlations with academic dropout potential, nonacademic dropout potential and total dropout potential requires an inversion of sign (e.g., positive correlations should be interpreted as negative correlations).

The correlation between total satisfaction and total dropout potential with all conflict measures held constant is .61 (Table 5: $r_{45.123}$). This correlation is significant beyond the .01 level (45 df). Thus, Hypothesis I was confirmed.

In Table 4, academic dropout potential is significantly positively correlated (p < .05, 43 df) with academic satisfaction ($r_{46.12357}$ = .31). Nonacademic satisfaction is positively correlated (p < .01, 43 df) with nonacademic dropout potential ($r_{57.12346}$ = .38). These significant correlations confirm Hypotheses II and III. The significant positive correlation (p < .01, 43 df) between academic satisfaction and nonacademic satisfaction ($r_{67.12345}$ = .50) was not expected, particularly in view of the low negative correlation between academic dropout potential and nonacademic dropout potential ($r_{45.12367}$ = -.06, p > .05, 43 df).

Hypothesis IV was confirmed. There are no significant correlations between total subjective conflict and total objective conflict in either Table 4 or 5 (Table 4: $r_{12.34567}$ = .12, p > .05, 43 df. Table 5: $r_{12.345}$ = .09, p > .05, 45 df).

Total subjective conflict is significantly positively correlated with total distortion in both Table 4 and Table 5 (Table 4: $r_{13.24567}$ = .54, p < .01, 43 df. Table 5: $r_{13.245}$ = .61, p < .01, 45 df). Similarly, total objective conflict is significantly positively correlated with total distortion in both tables (Table 4: $r_{23.14567}$ = .51, p < .01, 43 df. Table 5: $r_{23.145}$ = .47, p < .01, 45 df). These positive correlations confirm Hypothesis V.

Hypothesis VI states that total objective conflict is not significantly correlated with either nonacademic or academic satisfaction

or dropout potential, nor is it correlated with either total satisfaction or total dropout potential. This hypothesis was not fully supported by the data in this study, since total objective conflict was significantly positively correlated with academic dropout potential (Table 4: $r_{24.13567} = .32$, p < .05, 43 df).

Hypothesis VII was confirmed. In Table 5, total subjective conflict is significantly negatively correlated with total satisfaction ($r_{15.234} = -.34$, p < .05, 45 df). In this same table, subjective conflict is not significantly correlated with total dropout potential ($r_{14.235} = .19$, p > .05, 45 df).

In Table 4, there are no significant correlations (p > .05, 43 df) between total subjective conflict and any of the Level I dropout or satisfaction elements ($r_{14.23567} = .09$, $r_{15.23467} = -.06$, $r_{16.23457} = -.09$, $r_{17.23456} = .05$); therefore, Hypothesis VIII is not confirmed.

Hypothesis IX predicted that subjects with high total distortion would respond with a high probability of dropping out of the university. In Table 5, the correlation between total distortion and total dropout potential ($r_{34.125}$) is reported as -.29, significant beyond the .05 level (45 df). Hypothesis IX was confirmed.

An unexpected finding was the significant positive correlation between total distortion and total satisfaction (Table 5: $r_{35.124} = .30$, p < .05, 45 df). This correlation suggests that as a subject's role distortion increases, his overall satisfaction increases.

In Table 4, the correlation between total distortion and nonacademic dropout potential is significant ($r_{35.12467} = -.29$, p < .05, 43 df). There is no significant correlation between distortion and

TABLE 6

PARTIAL CORRELATIONS

Level III Conflict and Level II Satisfaction/Dropout Potential

		1 Total Discrepancy	2 Total Dropout Potential
2.	Total Dropout Potential	.11	
3.	Total Satisfaction	-.16	.57 **

** denotes a correlation that is significant at greater than the .05
level.

Note: Interpretation of all correlations with academic dropout
potential, nonacademic dropout potential and total dropout
potential requires an inversion of sign (e.g., positive
correlations should be interpreted as negative correlations).

TABLE 7

PARTIAL CORRELATIONS
Level III Conflict and Level I Satisfaction/Dropout Potential

	1 Total Discrepancy	2 Academic Dropout Potential	3 Nonacademic Dropout Potential	4 Academic Satisfaction
2. Academic Dropout Potential	.03			
3. Nonacademic Dropout Potential	-.05	.00		
4. Academic Satisfaction	-.15	.33*	.16	
5. Nonacademic Satisfaction	.13	-.18	.36*	.50**

* denotes a correlation that is significant at greater than the .05
level.
** denotes a correlation that is significant at greater than the .01
level.

Note: Interpretation of all correlations with academic dropout potential,
nonacademic dropout potential and total dropout potential require
an inversion of sign (e.g., positive correlations should be
interpreted as negative correlations).

academic dropout potential ($r_{34.12567} = -.09$, p > .05, 43 df).
Therefore, Hypothesis X is confirmed.

Table 6 contains the partial correlations of total discrepancy,
total satisfaction and total dropout potential.

Hypothesis XI predicted a significant negative correlation
between total discrepancy and total satisfaction. In Table 6, this
correlation ($r_{13.2} = -.16$) is not significant (p > .05, 47 df). Thus,
Hypothesis XI is not confirmed. The correlation between total conflict
and total dropout potential ($r_{12.3} = .11$) was also not significant at
the .05 level.

Table 6 provides additional data to support Hypothesis I; the
correlation between total satisfaction and total dropout potential
($r_{23.1} = .57$) is significant beyond the .01 level.

Table 7 contains the partial correlational matrix of total
discrepancy, academic and nonacademic satisfaction and academic and
nonacademic dropout potential.

Hypothesis XII predicts a significant negative correlation
between total discrepancy and nonacademic satisfaction. This correla-
tion is not significant ($r_{15.234} = .13$, p < .05, 45 df); therefore,
Hypothesis XII is not confirmed.

Table 7 does provide additional support for Hypotheses II and
III. Academic dropout potential and academic satisfaction are signi-
ficantly positively correlated ($r_{24.135} = .33$, p < .05, 45 df) and
nonacademic dropout potential and nonacademic satisfaction are signi-
ficantly correlated ($r_{35.124} = .36$, p < .05, 45 df).

Table 7 also contains data to support the unexpected phenomenon of a highly significant relationship between academic and nonacademic satisfaction ($r_{45.123} = .50$, $p < .01$, 45 df).

CHAPTER IV

DISCUSSION

Intergroup Conflict Areas Identified on the
Expectations for the Role of Student Scale
(ERSS)

Pervin (1968) noted the need for research to identify where students, faculty and administrators agreed and disagreed in their perceptions and attitudes. Using the applied multiple linear regression approach, sixteen ERSS items were identified in this study (Table 3) that appear to represent areas of intergroup conflict between students, faculty and administration.

The primary conflict area between students and other members of the university community (faculty and administration) was disagreement concerning the degree of autonomy, freedom and responsibility that should be vested in the role of student. The student subjects tended to ascribe behaviors to the role of student that were less subject to external restraint than were the behaviors ascribed to the student role by either the faculty or administration subjects.

The faculty group and administration group significantly disagreed in ascribing academic goal behaviors to the role of student. The faculty subjects feel that students should strive for "knowledge," as opposed to "grades, degrees and future careers"; whereas, the administration subjects tended to stress the career-oriented aspects of student behavior.

It should be noted, however, that these are only conflicts regarding expectations for students and apply only to a limited segment of the university community (i.e., freshman men, faculty who teach freshman courses and administrators with legislative-enforcement functions regarding freshmen). Future research should focus on understanding the qualities of such university community conflicts, their extent within the community and their effects upon all members of the community. There are also important research questions regarding inter-university differences in quality and extent of group conflicts.

The ERSS can be a useful instrument for use in future studies of conflict in college communities. It demonstrated test-retest reliability at the .001 level and appears to differentiate areas of conflict within the university community.

The Relationships Between Satisfaction and Dropout Potential

Total satisfaction and the total probability of dropping out of
the university were found to be significantly positively correlated.
This confirmation of Hypothesis I supports the expectation that satis-
fied students are less likely to report a tendency towards dropping
out of the university than dissatisfied students.

Hypotheses II and III were also confirmed; students who report
a high probability of dropping out for academic reasons tend to also
report low satisfaction with the academic aspects of the university
(Hypothesis II) and students who report a high probability of dropping
out for nonacademic reasons report low satisfaction with the nonaca-
demic aspects of the university (Hypothesis III).

No significant relationships were found to exist between academic
dropout potential and nonacademic dropout potential; however, the corre-
lation between academic and nonacademic satisfaction was significant at
the .01 level. These findings suggest that: 1) students are able to
differentiate their probable reasons for dropping out the university
into the categories "for academic reasons" and "for nonacademic (per-
sonal) reasons"; and 2) students do not differentiate between academic
and nonacademic satisfaction (i.e., when a student is dissatisfied with
the one aspect, academic or nonacademic, of the university, he is likely
to also be dissatisfied with the other aspects.).

Additional research is needed to investigate the relationships
that may exist between these satisfaction and dropout potential measures
and actual student behaviors.

The current study generated three major questions for investigation in later research:

1. To what extent do students who report a high dropout potential and/or low satisfaction actually drop out of the university?

2. What are the relationships between the focus (academic and nonacademic) of dropout potential/satisfaction and actual student dropout behaviors? Which -- if any -- of the four Level I measures best predict student dropout behaviors?

3. How are these DPS and SSS measures related to other available student data (e.g., grade point average)?

The Relationships Between Objective Conflict, Subjective Conflict and Distortion

Hypotheses IV and V were concerned with the relationships existing between the three basic measures of student conflict. Both hypotheses were confirmed.

A number of earlier researchers (Wheeler, 1961, and Kraut, 1965) reported that objective and subjective conflict tend to operate independently of one another; they reported no meaningful relationships between the actual discrepancies to which a person occupying a given role is exposed and the role discrepancies which he perceives as operating in defining his role behaviors. The current study predicted that this independence of subjective and objective conflict measures would also be present in defining the role of student. The data in this study support that prediction. No significant correlation was found between subjective and objective conflict.

Several researchers (Biddle, Rosencranz, Tomich and Twyman, 1966, and Kraut, 1965) used concepts similar to "distortion" as a third measure of role conflict. Since distortion is defined using one component from each of the other two conflict measures (i.e., the attributed expectations component of subjective conflict and the actual expectations component of objective conflict), it was expected that distortion would be significantly positively correlated with both of these measures. The data in this study support that expectation. Distortion was found to be significantly correlated with both subjective conflict and objective conflict; whereas these measures were not significantly correlated with each other.

The Relationships Between Discrepancy, Satisfaction and Dropout Potential

It was thought that total discrepancy (the sum of objective conflict, subjective conflict and distortion) was too general a measure to effectively predict dropout potential (total, academic or nonacademic), an expectation supported by the data in this study. It was hypothesized, however, that total discrepancy and total satisfaction would be significantly negatively correlated (Hypothesis XI). This hypothesis was not confirmed.

In addition, the data on the relationships between total discrepancy and nonacademic satisfaction failed to support Hypothesis XII; total discrepancy was not significantly negatively correlated with nonacademic satisfaction.

The obvious conclusion that can be drawn from these findings is that the total discrepancy score is too gross a measure to effectively predict either dropout potential or satisfaction.

A number of significant relationships were found between the Level II discrepancy measures and satisfaction (academic, nonacademic and total) and dropout potential (academic, nonacademic and total).

The most unexpected finding in this study was the significant positive correlation between total objective conflict and academic dropout potential. This finding led to a rejection of Hypothesis VI which predicted no significant relationships between objective conflict and any of the satisfaction or dropout measures. The most baffling aspect of this finding, however, was the positive direction of the

correlation. This means that as total objective conflict increases, the reported probability of dropping out of the university for academic reasons decreases. In other words, students whose expectations for student behavior are most different from the expectations for student behavior actually held by other students, faculty members and administrators report the least likelihood of dropping out of the university for academic reasons. No similar predictive relationship exists between the objective conflict measure and the measure of nonacademic dropout potential, total dropout potential or satisfaction (total, academic or nonacademic).

This finding suggests the possibility that an additional variable exists which was not measured in this study -- a variable which correlates highly with both objective conflict and academic dropout potential.

It is suspected that this variable is some aspect of academic competence (e.g., grade point average or ability test score). Such a competence variable might be expected to be negatively related to grade point average; the greater the academic competence that a student displays, the less his reported probability of dropping out of the university for academic reasons. A competence variable might also be expected to be positively correlated with objective conflict; the greater the ability and responsibility that a student displays, the greater his tendency to define the student role in terms of greater freedom and responsibility than would be present in the definitions of student behavior of either faculty or administration. Additional research using partial correlational techniques could test these hypotheses.

As predicted, subjective conflict was negatively correlated with total satisfaction (Hypothesis VII). However, there was no significant correlation between subjective conflict and dropout potential.

These findings are consistent with those reported by other investigators (Kraut, 1965, and Gross, McEachern and Mason, 1958). It appears that subjective conflict is an accurate predictor of satisfaction, but has no significant relationship with the tendency to engage in behavior such as dropping out of the university.

Hypothesis VIII was not confirmed; no significant correlation was found between subjective conflict and nonacademic satisfaction. This finding is not consistent with the findings of Pervin and Rubin (1970), who reported that "lack of fit" between student characteristics and perceived college characteristics was related to both nonacademic satisfaction and dropout potential. It is consistent with other findings in this study, however; students do not differentiate between academic and nonacademic satisfaction. When the correlations between all other conflict, satisfaction and dropout measures are held constant, there is a significant positive relationship between academic and nonacademic satisfaction.

The measure of distortion appears to be the best predictor of student dropout potential. Hypothesis IX was confirmed; students with high distortion scores report a high probability of dropping out of the university. To a significant extent, they also report a high probability of dropping out for nonacademic reasons (Hypothesis X). This finding does support Pervin and Rubin's (1970) contention that "lack of fit" between student and college is related to student nonacademic dropout

behavior. It is also consistent with this study's finding that students differentiate between their probable reasons for dropping out of the university, whereas they do not differentiate between the sources of their satisfaction/dissatisfaction with the university.

An interesting -- and unexpected -- finding in the current investigation was that of a significant positive relationship existing between total distortion and total satisfaction. This suggests that the students who reported the greatest overall satisfaction were also the students who displayed the greatest discrepancy between what they perceived others as expecting of students and what others actually expected.

This finding suggests that a lack of awareness of real conflicts (i.e., distortion) may serve to enhance, rather than detract from, a student's overall feeling of satisfaction (i.e., a phenomenon that can be described as "what you don't know won't make you feel bad" effect).

If findings similar to those in this study emerge from later research, it would suggest that distortion is an effective predictor of both dropout potential and satisfaction, although its predictive value with reference to satisfaction is the inverse of the satisfaction predictions that can be made from subjective conflict data.

On the basis of the findings in this study, a number of statements can be made regarding the relationships existing between the discrepancy measures and the measures of satisfaction and dropout potential:

      1. Total discrepancy is not related to satisfaction (aca-
          demic, nonacademic or total) or dropout potential
          (academic, nonacademic or total).

2. Subjective conflict is a significant predictor of total
    satisfaction. It is not, however, significantly corre-
    lated with total dropout potential or any of the Level I
    satisfaction or dropout potential measures.

3. Objective conflict does not correlate significantly
    with either total satisfaction or total dropout poten-
    tial. It is significantly positively correlated with
    the potential for dropping out of the university for
    academic reasons. It is suspected that this correlation
    may be accounted for by a variable such as general col-
    lege competence that could be significantly correlated
    with both objective conflict and academic dropout
    potential.

4. Distortion is significantly negatively correlated with
    both total dropout potential and nonacademic dropout
    potential. Distortion also correlates positively with
    total satisfaction. This means that as a student's
    total distortion increases, his total dropout potential
    increases, his nonacademic dropout potential increases
    and his total satisfaction increases. This latter cor-
    relation suggests the hypothesis that satisfaction is
    significantly related to "being out of touch" with real
    conflicts. It is possible that distortion may be the
    best predictor of both total satisfaction and total
    dropout potential.

Mention has already been made of the need for research into the relationships existing between satisfaction and dropout potential measures and actual student dropout behavior. Another important area for future research is the relationship between the discrepancy measures and actual student dropout behavior. On the basis of the current study, it could be hypothesized that distortion is an effective predictor of actual dropout behavior; this hypothesis needs testing.

If this hypothesis is supported by future research, it strongly suggests the need for extensive investigation of means to decrease distortion within the university community.

Future research should also be conducted in the following areas:

1. Investigation of the relationships between conflict measures, satisfaction and dropout potential measures and other student-related data (e.g., grade point average, age, sex, class status).

2. Investigation of the relationship between the variables in the current study and differentiated actual dropout behaviors (e.g., drop out and transfer to another college, drop out and go to work, drop out and later return to this university).

3. Exploration of the effects of various forms of discrepant role perceptions on other members of the university community (i.e., faculty and administration).

CHAPTER V

SUMMARY

This study was concerned with investigating: 1) the relationships that exist between three measures of student role conflict (subjective conflict, objective conflict and distortion); 2) the relationships between student satisfaction and the anticipated probability of dropping out of the university; and 3) the relationships between student role conflict and student satisfaction and dropout potential.

Three test instruments were constructed in pilot research: 1) the Student Satisfaction Scale (SSS); 2) the Dropout Potential Scale (DPS); and 3) the Expectations for the Role of Student Scale (ERSS). The SSS and DPS were adaptations of the satisfaction/dropout potential scales on the TAPE (Pervin and Rubin, 1970).

The ERSS was constructed from items regarding the role of student elicited from a group of 28 freshman and sophomore men. The 30 items chosen for inclusion in the ERSS were those that elicited the greatest subjective conflict from these subjects.

Significant test-retest reliability coefficients were obtained for all three test instruments.

Three groups of subjects from the University of Florida were utilized in the primary study: 1) freshman male students ($N = 50$); 2) faculty members ($N = 27$); and 3) administrative personnel ($N = 25$).

The student subjects completed the SSS, DPS and four forms of the ERSS.
They were asked to respond to the ERSS so as to indicate: a) their
own expectations for students, and the expectations that they attributed
to b) other students, c) faculty and d) administrators. The faculty
and administrator subjects were administered only a single ERSS and were
only required to indicate their own expectations for student behavior.

The findings in this study may be summarized as follows:

A. The relationships between satisfaction and dropout potential:

    1. The greater the total dissatisfaction that a student
reports, the greater the probability of his dropping
out of the university.

    2. The greater the dissatisfaction that a student reports
with the academic aspects of the university, the greater
the probability of his dropping out of the university for
acadmic reasons. Similarly, students reporting high
nonacademic dissatisfaction report a high nonacademic
dropout potential.

    3. Students appear to differentiate between academic and
nonacademic reasons for dropping out of the university.

    4. When a student is dissatisfied with one aspect (academic
or nonacademic) of the university, he is also likely to
be dissatisfied with the other aspect.

B. The relationships between discrepancy measures:

    1. Objective conflict and subjective conflict are not
interchangeable measures. This finding is consistent
with those reported by Kraut (1965) and Wheeler (1961).

2. Distortion (i.e., inaccuracies in attributing expectations)
    operationally accounts for the differences between sub-
    jective and objective conflict. This finding is consis-
    tent with those of other researchers (Kraut, 1965, and
    Biddle et al., 1966).

C. The relationships between the discrepancy measures and the
    measures of satisfaction and dropout potential:

    1. Total discrepancy (i.e., the sum of the subjective con-
        flict, objective conflict and distortion scores) is not
        an effective predictor of either satisfaction or dropout
        potential. It appears to be too gross a measure to have
        any meaningful predictive validity.

    2. Subjective conflict is highly correlated with total
        satisfaction; however, it does not appear to predict
        dropout potential.

    3. Objective conflict does not correlate significantly with
        either total satisfaction or total dropout potential.

    4. Distortion appears to be the best predictor of the total
        anticipated probability of dropping out of the university.
        It also correlates highly with the potential for dropping
        out for nonacademic reasons.

Two unexpected findings emerged in this study:

    1. Objective conflict was positively correlated with the
        probability of dropping out of the university for academic
        reasons. It was suggested that this finding might reflect
        the effects of a general college competence variable

which was not included in this study; a variable which
correlates significantly with both objective conflict
and academic dropout potential, and

2. Inaccuracy in attributing expectations to others (i.e.,
distortion) was significantly positively correlated with
total satisfaction, suggesting the possibility that
"being out of touch" with how others (i.e., other students,
faculty members and/or administrators) actually feel may
actually enhance a student's general feeling of satis-
faction.

Pervin (1968) noted the need for research which analyzed where
faculty, administration and students agreed and disagreed in their
perceptions. The ERSS appears to be a useful instrument for identi-
fying areas of intra-university conflict. The current study identifies
items on the Expectations for the Role of Student Scale to which the
three groups respond in significantly different manners. These data
serve to point out possible conflict areas within the university com-
munity -- areas where faculty, administrators and students hold
significantly different expectations for students.

A number of areas for future research were generated from this
study. Among these are exploration of the relationships that exist
between the variables employed in this study and such variables as
actual student dropout behaviors, grade point average, age, sex and
class ranking. Similarly, research might also be fruitful if it were
conducted on the effects of role discrepancy on the satisfaction and
behaviors of faculty and administrative personnel.

APPENDICES

APPENDIX A

STUDENT SATISFACTION SCALE AND DROPOUT POTENTIAL SCALE

Instructions

This section consists of a number of questions, each followed by a scale ranging from 1 to 11. At each end of a scale there are alternative answers to the preceding question. You are to indicate your answer to each question by circling one number along each scale. You can circle any one number. The closer a number is to the end of the scale, the more strongly you feel that the answer at that end is the one that most represents your feelings. Carefully consider both ends of the scales when answering each question.

1. How likely is it that you will at some time drop out of the University? (Drop out means leaving the University for any reason - personal, health, academic, required, nonrequired or any other.)

PROBABLY   1   2   3   4   5   6   7   8   9   10   11   DEFINITELY
WILL   WILL NOT

2. How likely is it that you will at some time drop out of college for academic reasons (poor grades)?

PROBABLY   1   2   3   4   5   6   7   8   9   10   11   DEFINITELY
WILL   WILL NOT

3. How likely is it that you will at some time drop out for nonacademic reasons (personal reasons, transfer, leave of absence, etc.)? Do not include financial reasons here.

PROBABLY   1   2   3   4   5   6   7   8   9   10   11   DEFINITELY
WILL   WILL NOT

4. How often do you think about dropping out of the university for nonacademic reasons (personal reasons, transfer, leave of absence, etc.)? Do not include financial reasons here.

FREQUENTLY 1 2 3 4 5 6 7 8 9 10 11 NEVER

5. All in all, in terms of your own needs and desires, how satisfied are you with the academic aspects of the University of Florida?

COMPLETELY 1 2 3 4 5 6 7 8 9 10 11 COMPLETELY
SATISFIED   DISSATISFIED

6. All in all, in terms of your own needs and desires, how satisfied are you with the nonacademic aspects of the University of Florida?

COMPLETELY 1 2 3 4 5 6 7 8 9 10 11 COMPLETELY
SATISFIED   DISSATISFIED

7. All in all, in terms of your experiences with them, how satisfied are you with the faculty at the University of Florida?

COMPLETELY 1 2 3 4 5 6 7 8 9 10 11 COMPLETELY
SATISFIED   DISSATISFIED

8. All in all, in terms of your experience with them, how satisfied are you with the administration at the University of Florida?

COMPLETELY 1 2 3 4 5 6 7 8 9 10 11 COMPLETELY
SATISFIED   DISSATISFIED

9. All in all, in terms of your experiences with them, how satisfied are you with the other students at the University of Florida?

COMPLETELY 1 2 3 4 5 6 7 8 9 10 11 COMPLETELY
SATISFIED   DISSATISFIED

10. So far, what kinds of times have you had at the University of Florida?

GREAT   1 2 3 4 5 6 7 8 9 10 11 POOR
TIMES   TIMES

11. How often do you feel out of place at the University?

NEVER   1 2 3 4 5 6 7 8 9 10 11 MOST OF
                                                         THE TIME

12. Do you think your academic experiences at college would have been more rewarding if instead of the University of Florida, you had attended another university or college?

DEFINITELY 1 2 3 4 5 6 7 8 9 10 11 PROBABLY
NOT

13. Do you think your nonacademic experiences at college would have been more enjoyable if instead of the University of Florida, you had attended another university or college?

DEFINITELY 1 2 3 4 5 6 7 8 9 10 11 PROBABLY
NOT

14. To what extent do you feel that the nature of your college environment is responsible for frustrations you have experienced in relation to academic goals?

COMPLETELY 1 2 3 4 5 6 7 8 9 10 11 NOT AT ALL
RESPONSIBLE   RESPONSIBLE

15. To what extent do you feel that the nature of your college environment is responsible for frustrations you have experienced in relation to nonacademic goals?

COMPLETELY 1 2 3 4 5 6 7 8 9 10 11 NOT AT ALL
RESPONSIBLE   RESPONSIBLE

16. How comfortable do you feel with most of the students at the University of Florida?

COMPLETELY 1 2 3 4 5 6 7 8 9 10 11 COMPLETELY
COMFORTABLE   UNCOMFORTABLE

17. How similar do you feel your values are to the values of the faculty at the University of Florida?

IDENTICAL 1 2 3 4 5 6 7 8 9 10 11 OPPOSITE
VALUES   VALUES

18. How much do you agree with the administrative rules and regulations at the University of Florida?

ABSOLUTE 1 2 3 4 5 6 7 8 9 10 11 COMPLETE
AGREEMENT   DISAGREEMENT

19. How much do you disagree with the University of Florida on important issues?

COMPLETE 1 2 3 4 5 6 7 8 9 10 11 COMPLETE
DISAGREEMENT   AGREEMENT

APPENDIX B

STUDENT EXPECTATIONS QUESTIONNAIRE

PLEASE DO NOT WRITE YOUR NAME ANYWHERE ON THIS QUESTIONNAIRE!
(All responses to this questionnaire will be completely anonymous!)

INSTRUCTIONS: PART I

You are participating in a study that is designed to determine what various male college students feel are appropriate behaviors for themselves and other male college students at the University of Florida. In other words, you are being asked to express how you personally feel male college students should behave.

At the top of each of the following pages, you will find a brief series of questions outlining a broad area of concern to most students. Please attempt to relate these "concern areas" to your own life, your own personal experiences at the University of Florida and your feelings about how students should behave in order to attain their own personal goals and achieve their own personal satisfactions while attending the University.

Each "concern area" outline is followed by three "incomplete sentences" that read as follows:

STATEMENT # (sample)

    A MALE COLLEGE STUDENT SHOULD _____

    _____

    _____

Your task will be to complete these statements. PLEASE COMPLETE ALL THREE STATEMENTS ON EACH PAGE!

Specimen Page (1 of 7)

PART I

INSERT ONE OF SEVEN "CONCERN AREA" STATEMENTS HERE

STATEMENT #1

A MALE COLLEGE STUDENT SHOULD _____

_____

_____

STATEMENT #2

A MALE COLLEGE STUDENT SHOULD _____

_____

_____

STATEMENT #3

A MALE COLLEGE STUDENT SHOULD _____

_____

_____

PART I

"CONCERN AREA"
STATEMENTS

(Headings for Part I: Pages 1-7)

PAGE

1　What role should a student play in establishing university policies? What are appropriate behaviors for students to engage in regarding defining and implementing policies dealing with such issues as "the purpose of the university," rules of student conduct, university curriculum (course) planning, etc? How should students make their feelings about these issues known? What responsibilities do students have regarding university policies? What freedom should students be allowed?

2　What role should a student play as scholar? How should he behave in the academic setting? What should he hope to get out of his academic experience at the University of Florida and how should he achieve his goal? What are his academic responsibilities? What freedom should he be allowed?

3　What role should a student play as a "citizen of the campus" and as a "citizen of the world?" What are his responsibilities as a citizen? How should he meet these responsibilities? What freedom as a citizen should he be allowed?

4　What role should a student play in his interactions with university administrators? How should a student behave towards university administrators? What are his responsibilities in his interactions with university administrators? What freedom should he be allowed in these interactions?

5　What role should a student play in his interactions with other students? How should a student behave towards other students? What are his responsibilities in his interactions with other students? What freedom should he be allowed in these interactions?

6　What role should a student play in his interactions with faculty members? How should a student behave towards faculty members? What are his responsibilities in his interactions with faculty members? What freedom should he be allowed in these interactions?

7　This page has been provided to give you the opportunity to express any other feelings that you might have about how students should behave. If the preceding pages did not allow you the opportunity to express some feelings about student behavior, please use the spaces below to do so.

INSTRUCTIONS: PART II

This section is designed to find out how strongly you personally endorse each of the statements you made in Part I and how strongly you feel other students, faculty members and university administrators (deans, etc.) would endorse your statements.

In other words, the items in this questionnaire are designed to find out the extent to which you agree with each of the statements you made in Part I and the extent to which you feel other students, faculty members and administrators would agree with each of your statements.

Each page and each item in this section is numbered. These numbers correspond to the numbers of the pages and statements in Part I. For example, when you are answering item 1 on page 1 of this section, you are answering questions about statement #1 on page 1 of Part 1.

For each statement in Part 1, you will be required to answer the following questions:

STATEMENT # (sample)
To what extent do you feel each of the following would agree with this statement?

I personally would
STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE

Most students would
STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE

Most faculty members would
STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE

Most university administrators would
STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE

Please think about how strongly you personally agree with the statement and how you feel each of the other groups might respond to the statement. Circle only one response to each question. For example, if you personally agree with the statement and feel that most students would disagree, most faculty members would strongly disagree and most university administrators would disagree with the statement, then you would complete the question about that statement as follows:

INSTRUCTIONS: PART II (continued)

STATEMENT # (sample)
To what extent do you feel each of the following would agree with
this statement?

I personally would

    STRONGLY AGREE   (AGREE)   DISAGREE   STRONGLY DISAGREE

Most students would
    STRONGLY AGREE   AGREE   (DISAGREE)   STRONGLY DISAGREE

Most faculty members would
    STRONGLY AGREE   AGREE   DISAGREE   (STRONGLY DISAGREE)

Most university administrators would
    STRONGLY AGREE   AGREE   (DISAGREE)   STRONGLY DISAGREE

PART II

The questions on this page refer to the statements you made on page 1 of Part I. Please turn to page [numbered 1 through 7] in Part I before answering these questions.

STATEMENT #1
To what extent do you feel each of the following would agree with this statement?

I personally would
    STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE

Most students would
    STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE

Most faculty members would
    STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE

Most university administrators would
    STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE

STATEMENT #2
To what extent do you feel each of the following would agree with this statement?

I personally would
    STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE

Most students would
    STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE

Most faculty members would
    STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE

Most university administrators would
    STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE

STATEMENT #3
To what extent do you feel each of the following would agree with this statement?

I personally would
    STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE

Most students would
    STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE

PART II Specimen Page (continued)

Most faculty members would
    STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE

Most university administrators would
    STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE

APPENDIX C

EXPECTATIONS FOR THE ROLE OF STUDENT ITEMS
ELICITED FROM FRESHMEN AND SOPHOMORE MEN

ERSS ITEM #	A MALE COLLEGE STUDENT SHOULD ...	NUMBER OF SUBJECTS RESPONDING WITH ITEM	MEAN CONFLICT SCORE
21	...respect the rights of others, but beyond that, he should be free to behave as he pleases.	17	3.4
6	...be free to establish and enforce his own "rules of conduct."	16	3.8
3	...be free to question anything that a faculty member says without fear of failing the course or other reprisal.	17	2.7
22	...seek knowledge during his stay at the university; grades, degrees and future careers are secondary to the pursuit of knowledge.	16	3.2
24*	...not have complete freedom in selecting courses to take; he should be forced to enroll for some "required courses."	13	4.3
10	...go through proper channels in making his views known and in attempting to change university policies.	13	3.3
4	...use nonviolent protest methods (pickets, rallies and protest meetings) to change "bad" university policies if he cannot implement such changes by existing mechanics.	12	3.3

C continued

ERSS ITEM #	A MALE COLLEGE STUDENT SHOULD ...	NUMBER OF SUBJECTS RESPONDING WITH ITEM	MEAN CONFLICT SCORE
14*	...not have the opportunity for informal contact with his professors outside of the regular classroom situation.	12	3.3
13*	...have policy restrictions on when and where he may interact with other students	9	4.0
30	...not be required to attend class meetings	8	3.5
28	...have an active voice in policy decisions of the university.	8	3.5
17	...not accept a university ruling that he considers unjust and should seek to change it by any peaceful means open to him.	7	3.1
7	...resort to violent tactics to influence policy changes if all else fails.	6	3.1
18	...demand that the university develop "learning areas" that are applicable to the everyday life of the student; courses that teach about the "real world."	5	4.8
20*	...not play a part in establishing housing policies, choosing dorm advisors or setting rules for university students living in on-campus housing.	5	4.6
19	...not regard faculty members or college administrators as different from anybody else and should not treat them any differently.	5	4.0
26	...insist that he receive as much of a faculty member's time as he needs to achieve his own personal academic goals.	5	3.4

C continued

ERSS ITEM #	A MALE COLLEGE STUDENT SHOULD ...	NUMBER OF SUBJECTS RESPONDING WITH ITEM	MEAN CONFLICT SCORE
25	...make his feelings about major university issues known to the administration.	5	3.2
27*	...not have the same rights, privileges and obligations on-campus as he has off-campus.	5	3.8
1	...attempt to change things in our society that are immoral or wrong.	5	3.0
11*	...have no real power to change university policies.	4	3.5
15	...leave university policy making completely in the hands of the university administration and abide by the rule that they establish.	4	3.2
12	...strive to receive good grades and a degree from the university.	4	3.2
23	...respect faculty members because of their higher degrees of learning.	4	3.2
29	...have greater contact with the administration during his stay at the university.	3	3.3
2	...express his feelings about university issues by attending student government meetings and writing letters to the school newspaper.	3	3.0
8	...avoid joining a fraternity.	2	6.0
16	...be able to question the competence of a faculty member and implement his removal if he is found to be incompetent as a teacher.	2	6.0

C continued

ERSS ITEM #	A MALE COLLEGE STUDENT SHOULD ...	NUMBER OF SUBJECTS RESPONDING WITH ITEM	MEAN CONFLICT SCORE
5	...realize that most students want good grades and will hurt anybody who gets in the way of their achieving good grades.	2	4.0
9	...realize that he is fortunate to be in college and should act accordingly.	2	3.5
NI	...not study all the time.	2	3.5
NI	...not accept all that is taught as fact.	2	3.5
NI	...not obey university rules that they personally don't believe are fair and just.	2	3.5
NI	...actively socialize with other students.	2	3.5
NI	...have the training necessary to engage in a career when he finishes his undergraduate work.	2	3.0
NI	...demand freedom from outside intervention in university affairs.	2	3.0

* indicates context of item was changed to invert scoring continuum.

NI indicates an item that was not included in the E.R.S.S.

APPENDIX D

Instructions for the EXPECTATIONS FOR THE ROLE OF STUDENT SCALE

SCALE I: INSTRUCTIONS

You are participating in a study that is designed to measure how various people feel male college students should behave.

This section is designed to measure your own personal feelings about how students should behave.

Each statement in this section will be followed by a blank space. You are to indicate your own personal feelings about that statement by writing a number (1, 2, 3 or 4) in that space. These numbers can be interpreted as follows:

$$\begin{array}{ll} \text{I personally would STRONGLY DISAGREE} & = 1 \\ \text{I personally would DISAGREE} & = 2 \\ \text{I personally would AGREE} & = 3 \\ \text{I personally would STRONGLY AGREE} & = 4 \end{array}$$

For example, if you personally strongly disagreed with a particular statement, you would write 1 in the space to the right of that statement; if you agreed with the statement, you would write 3 , etc.

Write one number in the space to the right of each statement. Do not leave any spaces blank.

SCALE II: INSTRUCTIONS

In this section, you are asked to indicate the extent of agreement/disagreement that you feel most college students would express to each statement.

You are not being asked to express your own personal feelings, but rather should indicate how you think most college students feel male college students should behave.

You can indicate how most college students would respond to each statement by writing a number (1, 2, 3 or 4) in the blank space to the

D continued

right of that statement. These numbers can be interpreted as
follows:

            Most college students would STRONGLY DISAGREE = 1
            Most college students would DISAGREE   = 2
            Most college students would AGREE   = 3
            Most college students would STRONGLY AGREE = 4

    Write one number in the space to the right of each item. Do not
leave any spaces blank.

SCALE III: INSTRUCTIONS

    In this section, you are asked to indicate the extent of agreement/
disagreement that you feel most faculty members would express to each
statement.

    You are not being asked to express your own personal feelings, but
rather should indicate how you think most faculty members feel male
college students should behave.

    You can indicate how most faculty members would respond to each
statement by writing a number (1, 2, 3 or 4) in the blank space to the
right of that statement. These numbers can be interpreted as follows:

            Most faculty members would STRONGLY DISAGREE = 1
            Most faculty members would DISAGREE   = 2
            Most faculty members would AGREE   = 3
            Most faculty members would STRONGLY AGREE = 4

    Write one number in the space to the right of each item. Do not
leave any spaces blank.

SCALE IV: INSTRUCTIONS

    In this section, you are asked to indicate the extent of agreement/
disagreement that you feel most university administrators (deans, etc.)
would express to each statement.

    You are not being asked to express your own personal feelings, but
rather should indicate how you think most university administrators feel
male college students should behave.

D continued

You can indicate how most college administrators would respond to each statement by writing a number (1, 2, 3 or 4) in the blank space to the right of that statement. These numbers can be interpreted as follows:

Most university administrators would STRONGLY DISAGREE = 1
Most university administrators would DISAGREE   = 2
Most university administrators would AGREE   = 3
Most university administrators would STRONGLY AGREE = 4

Write one number in the space to the right of each item. Do not leave any spaces blank.

APPENDIX E

THE EXPECTATIONS FOR THE ROLE OF STUDENT SCALE

[Instructions inserted here (see Appendix D)]

----

1. A college student should attempt to change things in our society that are immoral or wrong. _____

2. A college student should express his feelings about university issues by attending student government meetings and writing letters to the school newspaper. _____

3. A college student should be free to question anything that a faculty member says without fear of failing the course or other reprisal. _____

4. A college student should use nonviolent protest methods (pickets, rallies and protest meetings) to change "bad" university policies if he cannot implement such changes by existing mechanisms. _____

5. A college student should realize that most students want good grades and will hurt anybody who gets in the way of their achieving good grades. _____

6. A college student should be free to establish and enforce his own "rules of conduct." _____

7. A college student should resort to violent tactics to influence policy changes if all else fails. _____

8. A college student should avoid joining a fraternity. _____

9. A college student should realize that he is fortunate to be in college and should act accordingly. _____

E continued

10. A college student should go through proper channels in making his views known and in attempting to change university policies. _____

11. A college student should have no real power to change university policies. _____

12. A college student should strive to receive good grades and a degree from the university. _____

13. A college student should have policy restrictions on when and where he may interact with other students. _____

14. A college student should not have the opportunity for informal contact with his professors outside of the regular classroom situation. _____

15. A college student should leave university policy making completely in the hands of the university administration and abide by the rules that they establish. _____

16. A college student should be able to question the competence of a faculty member and implement his removal if he is found to be incompetent as a teacher. _____

17. A college student should not accept a university ruling that he considers unjust and should seek to change it by any peaceful means open to him. _____

18. A college student should demand that the university develop "learning areas" that are applicable to the everyday life of the student; courses that teach about the "real world." _____

19. A college student should not regard faculty members or college administrators as different from anybody else and should not treat them any differently. _____

20. A college student should not play any part in establishing housing policies, choosing dorm advisors or setting rules for university students living in on-campus housing. _____

21. A college student should respect the rights of others, but beyond that, he should be free to behave as he pleases. _____

E continued

22. A college student should seek knowledge during his stay
    at the university; grades, degrees and future careers
    are secondary to the pursuit of knowledge.   _____

23. A college student should respect faculty members
    because of their higher degrees of learning.   _____

24. A college student should not have complete freedom in
    selecting courses to take; he should be forced to enroll
    for some "required courses."   _____

25. A college student should make his feelings about major
    university issues known to the administration.   _____

26. A college student should insist that he receive as much
    of a faculty member's time as he needs to achieve his
    own personal academic goals.   _____

27. A college student should not have the same rights,
    privileges and obligations on-campus as he has off-
    campus.   _____

28. A college student should have an active voice in policy
    decisions of the university.   _____

29. A college student should have greater contact with the
    administration during his stay at the university.   _____

30. A college student should not be required to attend
    class meetings.   _____

APPENDIX F

LETTER TO STUDENT SUBJECTS

9 February 1970

Dear

I am an advanced graduate student in clinical psychology. My doctoral research project is concerned with understanding the effects of distortions in the communication of feelings between students, faculty and the administration at the University of Florida. I am concerned with what various people feel is right and wrong with the university and how they feel students should act.

One important aspect of this study requires that a large number of freshmen men complete two questionnaires. A period of approximately two weeks must expire between the administration of the first questionnaire and the administration of the second. Each questionnaire can be completed in less than an hour.

As a freshman enrolled in Psy. 201 or Psy. 300, you may participate in this experiment and receive 120 minutes credit towards completing the experimental participation requirements of your course. If you participate, you will also be providing valuable information that will help us in understanding and correcting situations that contribute to lack of harmony within the university community.

It is not necessary for you to formally "sign up" to participate in this experiment. The first questionnaire will be administered on the following dates:

Monday, February 16 at 7:30 p.m. in Room 201, Bryan Hall (old Law Building)

and

Tuesday, February 17 at 7:30 p.m. in Room 201, Bryan Hall (old Law Building)

You may complete the first questionnaire on either of these dates. It is not necessary for you to attend both evenings. You may complete the second questionnaire on either Monday night, March 2 or Tuesday night, March 3, at the same time and place as above. You cannot complete the second questionnaire unless you have previously completed the first questionnaire.

F continued

I hope to see you either next Monday or Tuesday night.

                              Very sincerely,

                              Larry Ritt, M.A.
                              Doctoral Student in
                                Psychology

P.S.   If your schedule prohibits your attending either next Mon. or
       Tues. evening, please leave a note in my box in the graduate
       study room (next door to the Psychology Department Office in
       Bldg. E) stating times when you are free. I will arrange a
       special session when you may complete the first questionnaire.

APPENDIX G

LETTER TO FACULTY AND ADMINISTRATION SUBJECTS

3 February 1970

Dear

In a continuing effort to identify areas of misunderstanding, misperception or distortion which contribute to problems in communication among various segments of the university community, we are encouraging Mr. Larry Ritt to undertake a study of objective and perceived discrepancies in the role expectations of university students which may lead to ineffective student performance, withdrawal and dissatisfaction.

In order to make this a meaningful study which may help to correct any distortions that may exist in the way students, faculty and administrators see the role of students on our campus, he will need your anonymous responses to the accompanying set of 30 statements describing the way you feel students should behave, the part you feel they should play in university life, etc. Your responses will be pooled with those of the other key administrators [faculty members] whose decisions significantly affect students, to generate a mean level of agreement for each item.

We suspect that discrepancies in student and administrator expectations regarding student behavior, responsibilities and privileges are more imaginary than real and hope that a careful study of this matter may exhibit some points at which distortions may be corrected to the benefit of intra-university understanding.

In order to preserve the anonymity of your responses and yet enable us to identify who has responded in order to follow-up with others, both a return addressed postcard and a return addressed envelope are enclosed. If you will return the inventory in the envelope and mail the card separately, this should accomplish this complex goal.

Your early response to this brief rating scale will be very helpful.

Very sincerely yours,

Ben Barger, Ph.D.
Professor of Psychology

APPENDIX H

PARTIAL CORRELATIONS
LEVEL I CONFLICT MEASURES AND LEVEL I SATISFACTION/DROPOUT POTENTIAL MEASURES

	Subjective Conflict			Objective Conflict			Distortion			Academic Dropout	Nonaca-demic Dropout	Academic Satisfaction
	S	F	A	S	F	A	S	F	A			
Subjective conflict Faculty	.19											
Subjective conflict Administration	.04	.70**										
Objective Conflict Students	.04	.02	-.26									
Objective conflict Faculty	-.19	-.10	.15	.51**								
Objective conflict Administration	.17	.08	.10	.01	.78**							
Distortion Students	.09	.31	-.01	.11	.16	-.23						
Distortion Faculty	.02	.49**	-.59**	.11	.13	-.10	.02					
Distortion Administration	-.04	-.31	.65**	.14	-.20	.12	.01	.77**				
Academic Dropout Potential	.11	-.09	-.09	-.34*	.01	.33*	.09	.04	-.08			
Nonacademic Dropout Potential	.12	.11	-.10	.15	.16	-.23	-.31	-.13	.12	.08		
Academic Satisfaction	.03	.00	.06	.54**	-.24	-.08	-.10	-.17	.07	.45**	.00	
Nonacademic Satisfaction	-.06	-.06	.12	-.29	-.02	.15	.19	.43**	-.36*	-.23	.44**	.57**

* denotes significance at the .05 level (37 df).   ** denotes significance at the .01 level (37 df).

H continued

PARTIAL CORRELATIONS
LEVEL I: CONFLICT MEASURES AND LEVEL II: SATISFACTION/DROPOUT POTENTIAL MEASURES

	Subjective Conflict			Objective Conflict			Distortion			Total Dropout Potential
	S	F	A	S	F	A	S	F	A	
Subjective conflict Faculty	.16									
Subjective conflict Administration	.04	.71**								
Objective conflict Students	.11	.07	-.28							
Objective conflict Faculty	-.25	-.10	.14	.56**						
Objective conflict Administration	.22	.04	.09	-.14	.84**					
Distortion Students	.11	.31*	.00	-.01	.19	-.18				
Distortion Faculty	.05	.53**	-.59**	-.04	.20	-.11	.05			
Distortion Administration	-.08	-.32*	.65**	.30	-.22	.10	-.02	.76**		
Total Dropout Potential	.21	.10	-.04	-.06	.19	-.09	-.28	-.12	.03	
Total Satisfaction	-.21	-.11	.08	.30	-.29	.11	-.17	.30	-.25	.60**

* denotes significance at the .05 level (39 df).
** denotes significance at the .01 level (39 df).

BIBLIOGRAPHY

Biddle, B.J., Rosencranz, H.A., Tomich, E., & Twyman, J.B.   Shared
      Inaccuracies in the Role of Teacher.   In Biddle, B.J. & Thomas,
      E.J. (Eds.) Role Theory.   New York: Wiley, 1966, 302-312.

Bottenberg, R.A. & Ward, J.W.   Applied Multiple Linear Regression.
      Lackland Air Force Base, Texas: Air Force Systems Command, 1963.

Gross, N., McEachern, A.W. & Mason, W.S.   Role Conflict and its
      Resolution.   In Maccoby, E.E., Newcomb, T.M. & Hartley, E.L.
      (Eds.) Readings in Social Psychology.   New York: Holt, 1958,
      447-459.

Kraut, A.E.   A Study of Role Conflicts and Their Relationship to Job
      Satisfaction, Tension and Performance.   Dissertation, 1965,
      University of Michigan.

Pace, C.R.   CUES: Preliminary Manual.   Princeton, New Jersey:
      Educational Testing Service, 1963.

Pervin, L.A.   The College as a Social System: Student Perceptions of
      Students, Faculty and Administration.   J. Educ. Res., 1968, 61,
      281-284.

Pervin, L.A. & Rubin, D.B.   Student Dissatisfaction with College and
      the College Dropout: A Transactional Approach.   J. Soc. Psychol.,
      In Press.   (A mimeographed copy of this study was received from
      the senior author, 1970.)

Stern, G.G.   Activities Index and College Characteristics Index:
      Scoring Instructions and College Norms.   Syracuse, N.Y.:
      Psychological Research Center, 1963.

Wheeler, S.   Socialization in Correctional Communities.   Amer. Sociol.
      Rev., 1961, 26, 697-712.

BIOGRAPHICAL SKETCH

Lawrence Gerald Ritt was born in Nashville, Tennessee, on October 13, 1938. Graduating from Nashville West End High School in 1957, he enrolled in Vanderbilt University, where he received the B.A. degree, with a major in psychology, in August, 1961. In September of that year, he entered the University of Florida for graduate studies in psychology. In April, 1964, he received his M.A. degree in psychology from the University of Florida, and since that time has pursued work towards the Doctor of Philosophy degree.

From September, 1965, to August, 1966, he participated in the clinical psychology internship program offered by Southshore Mental Health Center in Quincy, Massachusetts. He has been employed as a staff psychologist with Alachua County Mental Health Services since September, 1966.

In June, 1967, he married Judith Mae Warinner of Allentown, New Jersey. They have one child, Sarah Margaret, who was born May 2, 1969.

This dissertation was prepared under the direction of the chairman of the candidate's supervisory committee and has been approved by all members of that committee. It was submitted to the Dean of the College of Arts and Sciences and to the Graduate Council, and was approved as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

June, 1970

_____
Dean, College of Arts and Sciences

_____
Dean, Graduate School

Supervisory Committee:

_____
Chairman

_____

_____

_____

_____